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ABSTRACT

This first in a series of ten learning modules on the establishment of cooperative education guidelines is designed to give secondary and postsecondary vocational teacher-coordinators knowledge of the characteristics of cooperative vocational education and experience in developing criteria for screening prospective students and for evaluating prospective training situations. The terminal objective for the module is to establish guidelines for a cooperative education program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, self-check quizzes, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153056

MODULE

J-1

Establish Guidelines for Your Cooperative Vocational Program

MODULE J-1 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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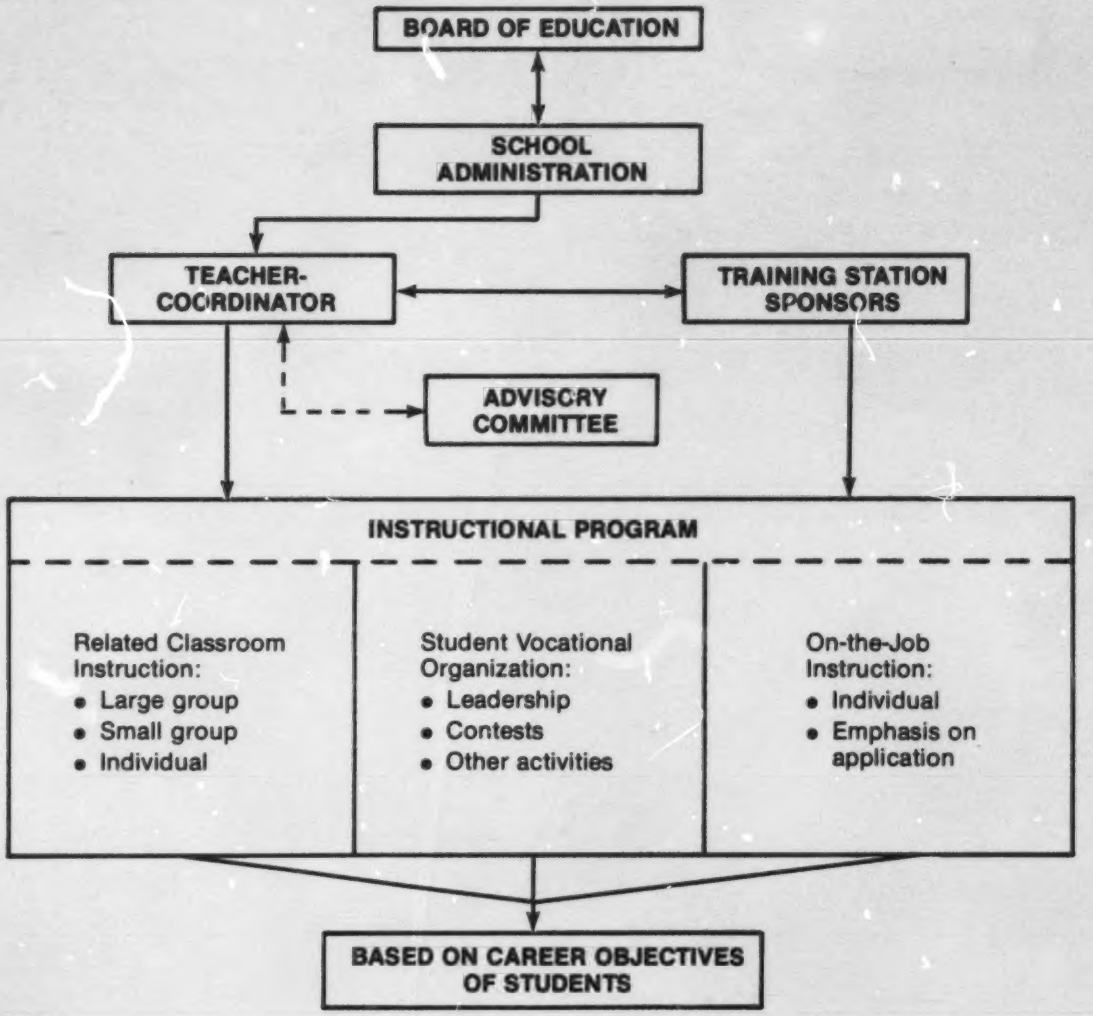
ORGANIZATION OF INSTRUCTION FOR COOPERATIVE PROGRAM



INTRODUCTION

As a new teacher-coordinator who is either initiating a new cooperative program, or taking over the responsibility for an established program, the first task of business is to firmly establish the philosophy of your program and how you are going to operate that program.

This module is designed to enable you to establish the goals, guidelines, and criteria necessary for the successful operation of your cooperative education program.

NOTE: This category of modules (Category J) is directed toward competencies that are largely unique to teacher-coordinators conducting cooperative vocational education programs. Included are modules designed to develop competencies in (1) establishing criteria and guidelines for the program, (2) identifying students and training stations, (3) placing students in training stations, (4) supervising and coordinating on-the-job instruction, (5) improving related classroom instruction, (6) evaluating student progress, effectiveness of related instruction, and effectiveness of on-the-job instruction, and (7) creating and maintaining effective employer-employee relations.

In addition to competencies needed by all vocational teachers such as instructional planning, instructional execution, and instructional evaluation, several essential elements involved in the cooperative program are covered in other categories.

The **advisory committee** plays an important part in planning and promoting the cooperative program. For information on setting up and working with an advisory committee, see Modules A–4 and A–5.

The **community survey** is used to establish the need for a cooperative program and to identify prospective training stations. For information on conducting a community survey, see Modules A–1 through A–3.

The **student vocational organization** is one of the three components of the student's total instructional program. For more information on planning and managing a student vocational organization, see Modules H–1 through H–6.

Finally, to evaluate the ultimate effectiveness of your cooperative program, you will need to keep track of the graduates of your program. This can be done by conducting a **follow-up study.** For more information on planning and conducting a follow-up study, see Module A–10.

ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the characteristics of a cooperative vocational education program (*Learning Experience I*).
2. After completing the required reading, develop tentative criteria for screening prospective students (*Learning Experience II*).
3. After completing the required reading, develop tentative criteria for evaluating prospective training stations (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A state supervisor or inservice teacher skilled in the development and use of policies for a cooperative vocational education program with whom you can consult.

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Learning Experience II

Required

The state plan for vocational education or state guide to cooperative education for your state which you can review.

Reference: U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. *Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act*. Child Labor Bulletin No. 101. Washington, DC: U.S. Government Printing Office, 1976.

Reference: U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. *Child Labor Requirements in Agriculture under the Fair Labor Standards Act*. Child Labor Bulletin No. 102. Washington, DC: U.S. Government Printing Office, 1976.

The 1976 Vocational Education Amendments, or the latest federal legislation concerning vocational education, which you can review.

A resource person to evaluate your competency in developing tentative student screening criteria.

Optional

Reference: Bullard, W. Lee. "The Student Selection Myth in Cooperative Education." *Business Education Forum*. 26 (January 1972): 7–9.

Actual criteria for screening students which are being used by a local ongoing cooperative vocational education program that you can review.

Learning Experience III

Required

The state plan for vocational education or state guide to cooperative education for your state which you can review.

Reference: U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. *Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act*. Child Labor Bulletin No. 101. Washington, DC: U.S. Government Printing Office, 1976.

Reference: U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. *Child Labor Requirements in Agriculture under the Fair Labor Standards Act*. Child Labor Bulletin No. 102. Washington, DC: U.S. Government Printing Office, 1976.

The 1976 Vocational Education Amendments, or the latest federal legislation concerning vocational education, which you can review.

A resource person to evaluate your competency in developing tentative evaluative criteria for training stations.

Optional

Actual criteria for evaluating training stations which are being used by a local ongoing cooperative vocational education program that you can review.

Learning Experience IV

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can establish guidelines for your cooperative vocational program.

A resource person to assess your competency in establishing guidelines for your cooperative vocational program.

This module covers performance element numbers 331, 339, 341, 354–356 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

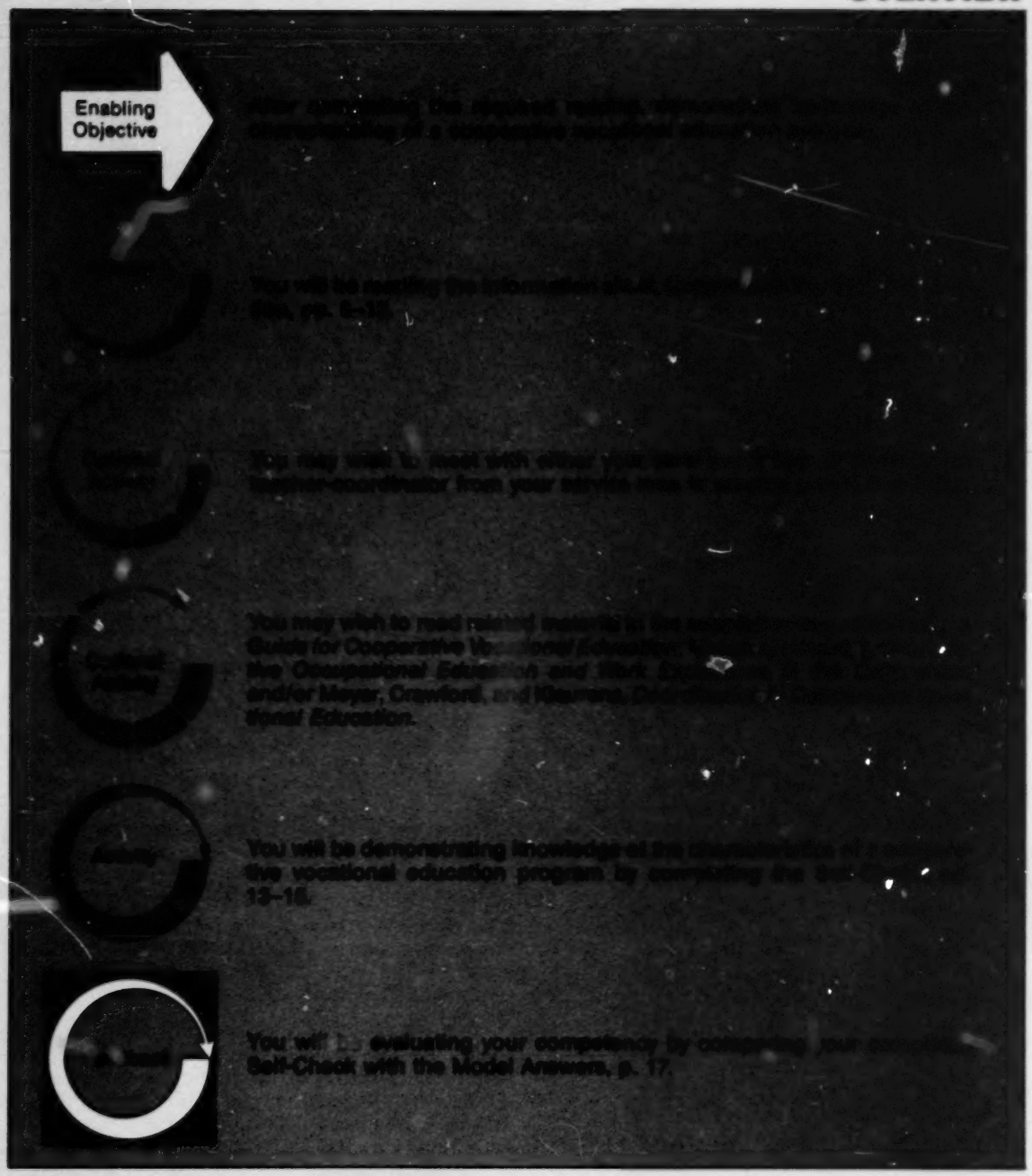
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

NOTES

Learning Experience I

OVERVIEW



Activity

For information describing cooperative vocational education, its unique characteristics, how it differs from other work programs, what types of cooperative programs exist, and the benefits of such programs, read the following information sheet:

COOPERATIVE VOCATIONAL EDUCATION

What is Cooperative Education?

Cooperative education is a method of instruction which involves and unites the school and employers in a cooperative educational effort. Learning experiences in related and academic classes at school, and the on-the-job training are carefully coordinated and supervised to assist the student in gaining occupational competence.

Congress has supported such programs via legislation since the Smith-Hughes Act was enacted in 1917. The 94th Congress thought so highly of the record of service area cooperative vocational education programs in preparing persons for employment that it also authorized specific funds under Public Law 94–482 to be used to extend this kind of training program, particularly for those students in areas with high dropout and youth unemployment rates.

Cooperative programs are supervised by **teacher-coordinators.** The teacher-coordinator's responsibilities include—

- helping students identify their career objectives, and determining whether or not these objectives could be met by the cooperative program
- contacting local employers, evaluating their training potential, and convincing them to employ and train students
- placing students in jobs on the basis of the students' career objectives
- working with students and employers to plan the students' total vocational instructional program
- visiting the students on the job to supervise their progress, and to assist the employers in their training endeavors
- providing the in-school related instruction
- usually, serving as a sponsor to a student vocational organization
- evaluating their programs on a continuous basis

Cooperative vocational education programs (sometimes referred to as co-op programs) have been designed to serve the students. The student is a person who needs and wants assistance in adjusting to the world of work and in acquiring occupational training. He/she is interested in a career in a specific occupational cluster, is willing to work and learn, and has the potential to profit from such training.

His/her total educational program has four parts. Students take the **general education courses** necessary for graduation such as English or history and also take a **cooperative related-instruction class** which relates to their career objective and their on-the-job learning experiences. They are employed at a **part-time job** where they participate in learning experiences which develop and refine the occupational competencies needed to achieve their career objectives. Finally, they par-

ticipate in the activities of the appropriate **vocational youth organization.**

The on-the-job training is provided at a **training station.** The training station is the firm, business, or industry which hires the students (sometimes referred to as student-learners or student trainee(s)). Within this firm, there is a single individual who has agreed to be responsible for the student's training. This individual is called the **on-the-job instructor** (sometimes referred to as the job supervisor or training sponsor).

In order to accomplish all of the above, it is necessary that the teacher-coordinator work with the school administration and the vocational advisory committee in developing guidelines for the cooperative program. Careful consideration must be given to the following characteristics which are unique to the cooperative program:

- the number of students who can be accommodated
- release time for the teacher-coordinator
- facility requirements
- extended contract provisions

It is generally agreed that the **optimum number of students** who can be served by a single teacher-coordinator in a cooperative vocational education program is 15 to 25. Fewer than 15 is difficult to justify in terms of cost. More than 25 is unmanageable in terms of meeting the needs and wants of the students, the employers, the school, and the community.

To successfully plan, develop, and implement coordination activities, it is necessary for the teacher-coordinator to have release time. **Release time** is that time provided the teacher-coordinator during the "normal" school hours for activities other than his/her classroom responsibilities. The accepted standard for determining the amount of release time needed is one half hour per student per week. Therefore, a teacher-coordinator with 20 cooperative students should have 10 hours of release time each week for coordination. It should be remembered that "coordination" is an all-inclusive term to describe **all** of the various activities of the teacher-coordinator, not just visitation to the training stations.

The uniqueness of the program indicates the need for special considerations regarding program **facilities.** The teacher-coordinator should have an office, equipped with a telephone, where he/she can conduct necessary activities including conferences with students, employers, parents, and other parties who might be involved in the program.

Teacher-coordinators of cooperative vocational programs generally have **extended contracts.** Such contracts usually provide for an additional month of employment for the teacher-coordinator. This month is often split, with two weeks before the regular opening of school and two weeks after the regular closing of school. During this time, some of the teacher-coordinator's responsibilities are (1) placement of students in training stations, (2) the planning and development of specific occupational instruction for each student, (3) the placement of graduating students, and (4) the compiling of student files and any necessary reporting.

Benefits of Cooperative Education

Students can—

- discover their true interests and abilities, test their aptitudes
- make occupational choices
- understand employment opportunities and responsibilities
- better understand and appreciate the world of work
- develop and refine occupational competencies necessary to secure employment and advance in their chosen occupation
- develop skills in working with others
- acquire specialized occupational competencies which could not be acquired within the school environment
- see the relevance of in-school learning; understand the meaning and purpose of the theoretical ideas presented in school
- be better motivated toward work in all school subjects
- see the relationship between school and work
- make an easier adjustment from the role of student to the role of employee
- earn while they learn

School can—

- provide an enlarged learning facility via use of community resources
- provide broader instruction with these enlarged facilities; expand the curriculum
- evaluate its program against the actual skills needed for employment—actual employment trends
- decrease the dropout rate by better meeting students' career goals
- develop and maintain a better relationship with business and industry and the community
- become more responsive to the employment needs of the community
- provide more individualized instruction

Employers can—

- train potential full-time employees in their own plants
- better ensure that the in-school instruction meets their employment needs since they are more a part of the school program
- obtain better qualified part-time employees who are receptive to instruction, motivated, and interested
- get a more direct return from their school tax dollars
- get training assistance
- render an important public service

Community gains—

- young people capable of being more productive citizens
- young people trained for local labor market
- young people who have been introduced to local employment and thus may settle in the home community
- economic growth by having a ready source of trained workers
- better school-community relations
- a catalyst for promoting adult and evening classes
- a catalyst for developing a unified community training program

Non-Cooperative Work Programs

Before proceeding to the types of cooperative education, it will help to explain several programs which are **not** cooperative education.

- **Work Observation.**—This is a general education program where the student observes different work situations for a few weeks. He/she is not paid, and these observations may or may not be tied in to a class on occupational information.
- **Work Exploration.**—This program is similar to Work Observation except that here the student tries out a number of jobs, each briefly.
- **General Work Experience.**—This is a general education program where the student performs tasks on the job for a semester or less. He/she may or may not be paid. There is no related in-school class, and there is limited school supervision.

These first three programs are exploratory in nature and are often geared to motivate potential dropouts. The following programs generally are not considered exploratory and are designed to fill special needs.

- **Sheltered Workshop.**—In this program, students unable to function in a real-world job

are given job assignments to complete within a sheltered environment.

- **Work-study.**—This program has as its main objective financial assistance to students to enable them to remain in school through approved part-time jobs in nonprofit organizations such as the school itself. No effort is made to match a student's job to his/her ultimate career objective and there is no related in-school class or school supervision.

Characteristics of Cooperative Education

Cooperative education has six characteristics which distinguish it from the above programs. Students in the cooperative program (1) participate in learning experiences based on a specified career objective, (2) work part-time in a training station selected on the basis of that same career objective, (3) receive pay and school credit for their on-the-job training, (4) have constant school supervision, (5) participate in this program for at least one year, and (6) take in-school courses which relate directly to their on-the-job training. Some of the above five non-cooperative work programs meet some of these criteria; however, to be a "cooperative" program, the program must meet all six criteria.

Types of Cooperative Education

There are basically three types of cooperative education. In the **first type,** the school has a **separate program for each service area.** In this case, there would be a cooperative program for (1) business and office education, (2) distributive education, (3) home economics, (4) trade and industrial education, (5) agriculture, and (6) health occupations. A school may not have all six programs, but the programs it does have are each geared to a single area.

The **second type** is the **combination or interrelated approach.** In schools where staff, student interest, or employment opportunities are limited, a single cooperative program may exist. This single program would be geared to handle students from various service areas. Two such programs are Diversified Cooperative Training (DCT) and Cooperative Occupation Education (COE).

The **third type** is the **special purpose program** geared to meet the special needs of the physically handicapped, or the retarded, or inner-city youth, etc. When the cooperative method of instruction is employed for the disadvantaged student, the major emphasis is on work adjustment and attitudinal changes.[1] The disadvantaged student often possesses little or no occupational skill and/or may be alienated from school and/or lacks the ability to relate to adults and work.

A student may be called "disadvantaged" if he or she has handicaps in one or more of these four categories.

- Economically disadvantaged
- Socially disadvantaged
- Academically disadvantaged
- Culturally disadvantaged

The student may be considered **economically disadvantaged** if the family receives welfare assistance or other means of public support, if they live in public housing, or if they are considered poverty stricken according to guidelines issued by governmental agencies such as the Office of Economic Opportunity (OEO).

According to OEO sliding scale guidelines, a family with seven members—two parents, and five children—is considered poverty stricken if the family lives in the city and has an income of $5,400. However, if this same family lived on a farm, they would not be considered poverty stricken.

A student may be identified as **socially disadvantaged** if he or she has social problems that result from poverty, neglect, or delinquency. These social problems may be identified when the student is living with someone who has an alcoholic problem, is unable to get along with the parents, is

1. The material on the cooperative program for the disadvantaged comes from Elaine Uthe, *The Cooperative Vocational Program: Coordination Techniques.*

living in a broken home with one parent or a guardian, or is living in an overcrowded home.

Furthermore, the student may have an illegitimate child or may even be married. Some students are socially disadvantaged as they have drug problems, are on probation, or have a truancy record.

The **academically disadvantaged** student may best be described as "school alienated." This type of student often displays complete apathy toward school and may be repeating courses or causing discipline problems for some teacher.

The academically disadvantaged student often has a poor attendance record and low or failing grades. Many times the student is classified as having a low intelligence level.

Some members of a minority group may be considered **culturally disadvantaged** when they have a life style that places them outside what some people consider the main stream of society and the world of work. The coordinator must remember that the term "culturally disadvantaged" does not automatically apply to an individual simply because he or she is Black, Chicano, Indian, or Oriental.

Some students in minority groups may need special assistance in overcoming discrimination in seeking employment. Other culturally disadvantaged students may have linguistic problems. For example, some Chicano students may have difficulty in speaking, reading, and learning in English if the family speaks only Spanish in the home.

To point out the differences between the regular cooperative program and the cooperative program for the disadvantaged, we might examine the traditional motto used in cooperative education. In the cooperative vocational program, the motto is learn while you earn—with the emphasis on **learning.** However, in the cooperative program for the disadvantaged, the motto should be revised to earn while you learn—with the emphasis on **earn.** Hopefully, when the disadvantaged student is earning money and has made progress in developing appropriate work attitudes, he/she will be motivated to acquire occupational skills and may transfer to the cooperative vocational program.

The coordinator for the cooperative program has three major functions in working with the disadvantaged student.

- Help the student **secure a job** (at the level at which he/she has a chance of success).
- Help the student **hold the job.**
- Help the student **acquire minimum level occupational skills** (either by self-instruction, through enrollment in occupational courses, or by transfer to the cooperative vocational program).

The coordinator for the cooperative vocational program, however, serves a slightly different function.

- Help the student secure a job in the occupation for which he/she has been trained and/or has a career objective.
- Provide specific occupational and specific job training so the student progresses toward his/her stated career objective.
- Assist student with work adjustment and attitudinal problems if they arise.

The local school district makes the decision as to whether it will offer only a cooperative vocational program, or both a regular cooperative program and a cooperative program for the disadvantaged. Various structural arrangements can be developed that will meet the rules and regulations of the funding agencies and take into consideration resources and the school's philosophy, facilities, and faculty.

The cooperative program for the disadvantaged is a positive action program; it uses a real-life job to motivate the student and improve self-concepts and attitudes. It is designed to reach the disadvantaged student early in the high school program with imaginative instruction and special supportive services.

The purpose of the cooperative program for the disadvantaged is to provide a positive learning experience for the individual—an experience that will encourage the student, increase his/her interest in learning, and assist him/her in developing a positive self-concept about the world of work.

You may wish to arrange through your resource person to meet with the state supervisor or a teacher-coordinator from your service area. This person could discuss with you the characteristics and policies of state or local cooperative vocational education in your geographic area. He/she could also help to further explain the State Plan for Vocational Education or State Guide to Cooperative Education for your state in terms of how it affects their work.

For further information on the guidelines and criteria for cooperative education, you may wish to read sections dealing with this topic in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education.*

The following items check your comprehension of the material in the information sheet, Cooperative Vocational Education, pp. 8–13. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Differentiate between a cooperative vocational education program and other school programs which place students in work situations.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, release time, and an extended contract?

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

4. A related class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

5. Explain why the regular service area cooperative vocational education programs are not able to serve disadvantaged students.

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Cooperative vocational education programs include six essential elements: (a) the student participating in the program must have a career objective; (b) training stations must be based on the student's career objective; (c) the student must receive both pay and credit; (d) constant supervision must be provided by the school; (e) the student must participate for at least one year; and (f) related classes must be provided. Other "work" programs may include one or more of these elements, but not all six.

2. Because the teacher-coordinator must maintain career information files, individual student information and records, individual instructional materials, information on training stations and on-the-job instructors, as well as program records, it is necessary for him/her to have an office in which to maintain these materials. Since the teacher-coordinator must be accessible to training station personnel, a telephone is necessary.

   The fact that a teacher-coordinator must conduct confidential interviews and conferences with students, parents, employers and other parties makes having an office essential. The fact that the teacher-coordinator is responsible for placing students in training stations; conducting visitations; evaluating students, training stations, and on-the-job instructors; working with training plans at the various agencies; etc., requires that provision be made for release time and extended contracts.

3. A teacher-coordinator is able to effectively manage 20 students given the amount of time required to coordinate the activities of each student participating in the cooperative program. With a group of 40 students, the teacher-coordinator would not have adequate time to effectively plan, develop, and implement all of the elements necessary to maintain a sound cooperative program.

4. The material presented in the related class can be directly applied at the on-the-job training site (e.g., how to handle a job interview is presented in class and used in an actual situation). Conversely, incidents and experiences from on-the-job training help to determine the instruction in the related class. For example, if on the job it is discovered that the student lacks skill in counting change, this then becomes a part of that student's individualized instruction in the related class. The two elements serve to support each other in this way, thereby helping students progress toward their career objectives.

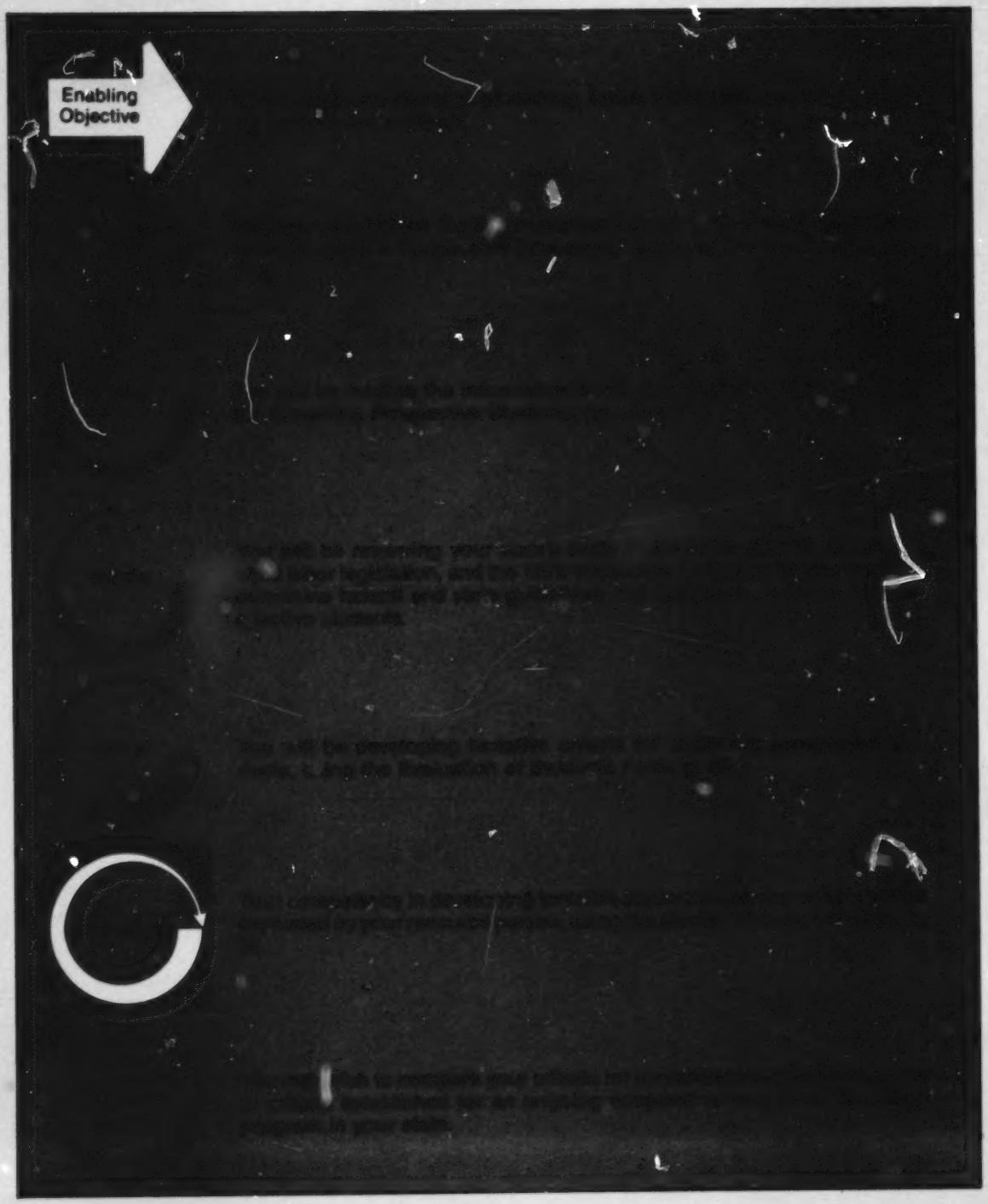
5. Service area cooperative programs are designed to serve students who already possess at least a limited degree of skill, are reasonably adjusted to school, and can begin to relate to work and adults. Students who do not possess these basic skills are classified as disadvantaged and need to be "brought up" to this level. This can best be accomplished with a program which is specifically designed for disadvantaged students (e.g., a student for whom English is a second language, who has fallen a couple of grades behind others his/her age, and who is ready to drop out of school).

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Cooperative Vocational Education, pp. 8–13, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



Optional Activity

You may wish to read the supplementary reference, Bullard, "The Student Selection Myth in Cooperative Education," *Business Education Forum*, pp. 7–9. This article discusses the differences between "selecting" students for a program and "screening" students for a program, and the reasons why the "selection" of students is unacceptable in cooperative programs.

Activity

For information concerning the policies and guidelines which govern how you establish criteria for screening prospective students, and suggesting tentative screening criteria, read the following information sheet:

ESTABLISHING PROGRAM CRITERIA FOR SCREENING PROSPECTIVE STUDENTS

Bullard cautions one to focus on students and their needs, and not to reject those students who need the program most. There's one criterion right there: The student must **need** the training offered by the cooperative program. Idealistically, it is the only criterion; however, there are some reality-based constraints governing the establishment of **program entry criteria.**

Assuming you are accepting a position as a teacher-coordinator, where do you start in planning the criteria for a program? Since the cooperative program has federal backing, you will find much of your program planned for you. You will probably be adapting a program rather than developing one.

First, the 1976 Vocational Education Amendments specify **federal guidelines** for the program. A part of this legislation makes provision for reimbursement of students and employers for unusual expenses incurred as a result of being involved in the cooperative program.[2] Some examples of such unusual expenses for the student would be special clothing, transportation, and/or tools needed to pursue vocational training. Reimbursement for the employers covers certain added costs which they may incur as a result of providing on-the-job training for students. An example of such a cost might be the wages paid to the students.

Second, each state has a **state plan for vocational education.** Some states also publish a specific **guide** for cooperative education.

Third, some local schools or districts will have specific guidelines established for local cooperative programs. **Local guidelines** should be consistent with state guidelines which are, in turn, consistent with federal guidelines. Any guidelines you adopt or adapt need to take existing guidelines into consideration.

Another vital resource you must utilize in planning your program is **labor law.** At the federal and state levels, there are specific child labor standards. Before you accept a student into the cooperative program, and before you accept a firm as a training station, both must meet the terms of these child labor standards. It is absolutely essential that any teacher-coordinator be thoroughly familiar with these standards. These standards govern age requirements, work permits, permits to employ, minimum wage laws, hours of work, compulsory school attendance, working conditions, and social security.

There are numerous **federal bulletins** available; but two with which you should be familiar are (1) *Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act*, and (2) *Child Labor Requirements in Agriculture Under the Fair Labor Standards Act.*[3]

2. Even though these provisions for reimbursement do exist, they are not commonly used in most states. If these provisions are implemented in your state, the state plan for vocational education will cover the procedures for obtaining reimbursements.

3. To gain additional skill in determining the legal aspects of operating a cooperative program, you may wish to refer to Module J–5, *Place Co-Op Students on the Job.*

You also have **people resources** available. The vocational advisory committee or occupational craft committee can assist you in developing program criteria, in locating and selecting training stations, and in many other tasks as well. Local or area representatives of the Department of Labor can help you interpret labor regulations relative to a cooperative program.

Using these sources fully can ease the planning task and help you establish meaningful and acceptable criteria for your cooperative vocational program.

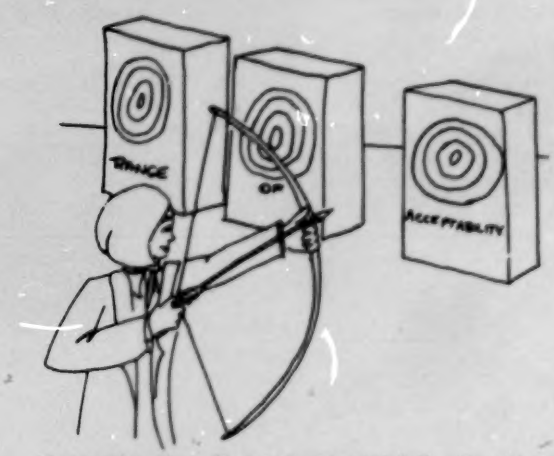
Criteria for Screening Students

Establishing criteria to determine which students will ultimately be enrolled in your cooperative program is not a cut-and-dried task. You will get guidance, as previously mentioned, from U.S. guidelines, the state plan, any local plans, child labor standards, and your advisory committee. Typically, the following criteria are listed for identifying students.

The student should—

- desire to participate
- have a tentative career objective
- have a sincere desire to learn a trade or occupation in the service area in which he/she is applying
- desire to work or train further in that occupation after graduation
- have the potential to benefit from on-the-job training
- have the aptitude to study the related course content
- have an acceptable scholastic record
- have an acceptable attendance record
- have the personal traits and attitudes necessary to obtain and maintain initial employment
- be neat and attractive
- have the ability to get along well with others
- be willing to accept responsibility
- be willing to follow instructions
- have the potential to represent the school well
- be responsible for his/her own transportation to and from work
- have adequate time available for full participation
- be at least 16 years of age
- have parental permission

Two points need to be made. One relates to the Bullard article. The criteria listed above seem to describe a strongly motivated, goal-oriented, well-adjusted student who has done well in school and who could "obtain and maintain initial employment" without your help. He/she has a place in the cooperative program, but what about Bullard's "needy student?" Your criteria need to be general enough to include a student who **wants** to participate, and **can benefit** from the program, but who needs help in developing the skills or traits listed in the criteria.



Second, what is an "acceptable" attendance record? What are the "prerequisite skills?" Granted, we just said that the criteria need to be broad enough to allow for individual needs, but when you develop your criteria you will have to specify what the **range** of "acceptability" is. You will have to identify what the minimum prerequisites are. This will depend on several factors inherent in each local situation.

- **Service area.**—An office worker **may** have to "be neat and attractive" to get hired, whereas this might not be such a crucial issue for students who will be in a situation in which they are not seen by the general public. Certain industrial positions may require proof of physical ability to perform the required tasks. The type of occupations involved will suggest certain criteria.
- **Training stations.**—Although we have been discussing student criteria separately, it is not an isolated task. You may, at times, enroll a student without a specific training station in mind, but eventually that student must be placed on the job. Particular training stations may specify particular criteria which an employee must meet.
- **Program limitations.**—A program with several teacher-coordinators and numerous available training stations can serve a larger number of students. A program with a single teacher-coordinator and a limited number of training stations has no choice but to be more selective.

It's beginning to sound complicated, but it's not. If you know (1) what the state plan and child labor laws specify, (2) what your program limitations are, and (3) what the special needs of workers in your service area are, then, with the help of your advisory committee and other professional staff, you can develop criteria that are broad enough to allow for individual needs and specific enough to be an effective device for identifying potential students.[4]

Program Entry Criteria for Disadvantaged[5]

The disadvantaged student is usually screened "out" of the cooperative vocational program because he or she does not meet many of the requirements. In general, the disadvantaged student usually needs money desperately and is often alienated or "turned off" by the classroom. These two factors are symptoms which need attention.

Therefore, the coordinators for the cooperative program for the disadvantaged should apply a special set of criteria—those that do not exclude the disadvantaged student from the cooperative program. The coordinator for the cooperative program for the disadvantaged might be said to select the "wrong" students for the "right" reasons.

The coordinator for the cooperative program for the disadvantaged usually seeks out students who may be—

- in the 10th, 11th, or 12th grade and probably two or more grade levels below his/her peer age group
- considered to be school-alienated
- of dull normal intelligence or above
- a socioeconomically deprived student whose family income is so low that he/she must seek a job in order to meet essential needs and to stay in school

Each school must, of course, determine its own criteria for enrollment. However, a priority system is recommended so that the students with the most need for the program are given first priority for enrollment.

First priority for enrollment should be given to those economically disadvantaged students who have many handicaps and who are already dropouts or are potential dropouts. These students are almost certain to fail in the world of work and in school if they do not receive assistance.

Second priority should be given to those economically disadvantaged students who have several handicaps but who may not be in immediate danger of dropping out of school. However, the probability of failure for these students is more than 50 percent if they do not receive assistance.

Third priority should be given to those economically disadvantaged students who have some handicaps which are lower in number and intensity than in the first and second priorities. These students may succeed without assistance, but their success in school or the world of work will probably be at a very low level.

Fourth priority may be extended to some students who are not economically disadvantaged but who have many academic, social, and/or cultural handicaps that are likely to prevent them from succeeding in school or in the world of work.

A word of caution about assigning priorities for enrollment—some students may be disadvantaged and eligible for the cooperative program, and yet it would be best if they were to stay in school full-time. For example, a student might already be employed and be making it on his/her own financially but need occupational training to find a better job. Others may have an interest in a specific occupational career that requires training. These students should enroll in occupational courses and be given assistance in finding jobs for after school and on weekends.

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4. To gain skill in the techniques and methods for obtaining the necessary data to evaluate a student in terms of your criteria, you may wish to refer to Module J–3, *Enroll Students in Your Co-Op Program.*

5. The material on the cooperative program for the disadvantaged comes from Elaine Uthe, *The Cooperative Vocational Program: Coordination Techniques.*

Obtain copies of your state's State Plan for Vocational Education, recent child labor legislation, and the 1976 Vocational Education Amendments (or the latest federal legislation concerning vocational education). Review these materials in terms of the guidelines and standards they establish for screening prospective students.

Develop tentative criteria for screening prospective students and list them in the left-hand column of the Evaluation of Students Form below. These criteria should be based on the guidelines contained in the information sheet, Establishing Program Criteria for Screening Prospective Students, pp. 20–22, and should be developed with your own occupational specialty in mind.

EVALUATION OF STUDENTS FORM

☐ AG ☐ H.EC.
☐ DE ☐ bOE
☐ HEALTH ☐ T&I
☐ OTHER

NAME OF STUDENT _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA			COMMENTS
		WELL	AVG.	POOR	

OVERALL EVALUATION:

Normally, you would clear any criteria with (1) school administration, and (2) the advisory committee. In this case, after you have developed your tentative criteria, arrange to have your resource person review and evaluate your criteria. Give him/her the Student Criteria Checklist, p. 25, to use in evaluating your work.

STUDENT CRITERIA CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether all items met or did not meet each criterion below.

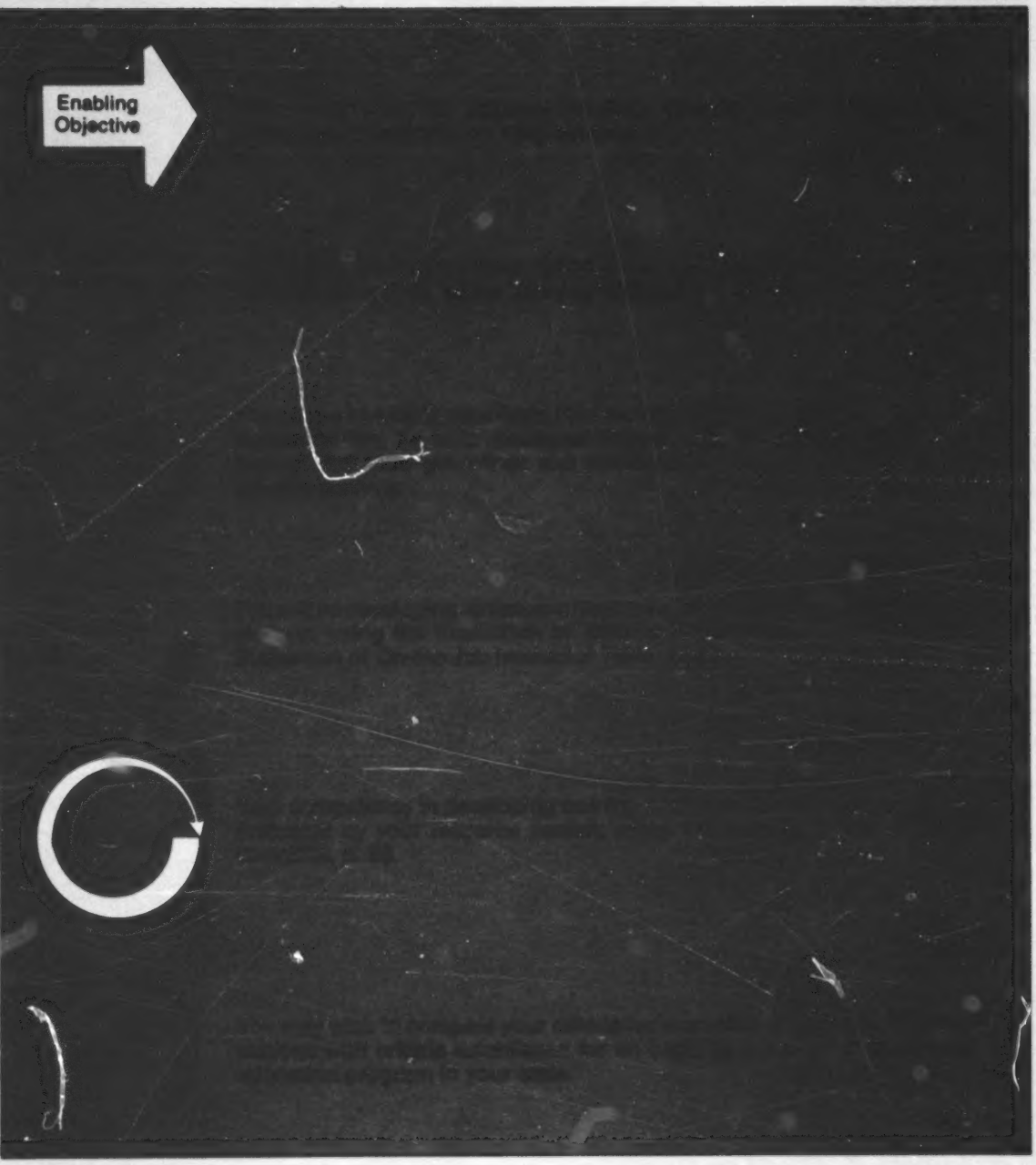
	Yes	No
1. The criteria are:		
a. consistent with federal, state, and local guidelines		☐
b. consistent with child labor legislation		☐
c. broad enough to allow for individual needs, yet specific enough to be an effective screening device		☐
d. geared to his/her particular service area		☐
e. clearly and simply written		☐
2. The criteria specify the following student standards:		
a. age requirements (e.g., student must be at least 16 years of age)		☐
b. transportation requirements (e.g., student must be able to provide own transportation)		☐
c. time requirements (e.g., available time needed for full participation)		☐
d. parental approval needed		☐
e. desirable attitudes (e.g., desire to learn a trade, desire to participate in program, desire to train further after graduation)		☐
f. desirable personal traits (e.g., neatness, ability to get along with others, willingness to accept responsibility and follow directions, potential to benefit from program)		☐
g. career objectives (e.g., student must have tentative career objective related to areas covered by the cooperative program)		☐
h. acceptable school records (e.g., attendance, scholastic achievement, aptitude)		☐

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Establishing Program Criteria for Screening Prospective Students, pp. 20–22, revise your criteria accordingly, or check with your resource person if necessary.

You may wish to ask your resource person to assist you in locating a copy of the criteria for screening students which are used in an ongoing local cooperative vocational education program, ideally one in your occupational specialty. By checking these criteria, you may be able to locate weaknesses in your own criteria.

Learning Experience III

OVERVIEW



Activity

For information (1) concerning the policies and guidelines which govern how you establish criteria for evaluating prospective training stations, and (2) suggesting tentative evaluation criteria, read the following information sheet:

ESTABLISHING PROGRAM CRITERIA FOR EVALUATING PROSPECTIVE TRAINING STATIONS

The specificity of the criteria which you establish for evaluating potential training stations will vary depending on whether you have a particular student in mind or not. Clearly, if you have identified the needs, interests, and abilities of a student first, the criteria you will use to evaluate prospective stations will be specific to those needs. However, there are some general criteria which will apply to all situations, whether students are identified before, after, or simultaneously with the identification of training stations. These general criteria cover two areas—

- characteristics of the employer/firm
- characteristics of the on-the-job instructors available at the station

Characteristics of the Employer/Firm

Take stock first of how the employer and firm operate. What are the present **employment practices?** Does the employer show concern, in observable terms, for the welfare and well-being of the employees? Does the employer select employees carefully, and are hiring and dismissal practices consistent and fair? Is the owner (or manager) an equal opportunity employer? Does the employer comply with all local, state, and federal labor regulations? Does the employer offer workman's compensation or some other comparable coverage? The way in which employers treat their present employees can tell you a great deal about how they will treat students.

What is the firm's **reputation** in the community? Does the community consider the firm's business to be legitimate, and its business practices to be ethical? Since you need good community reception for your program, and since you wish to expose students to good models of the world of work, it is important to select firms having a good reputation in the community. Does the firm maintain satisfactory relationships with labor, with other firms, and with its clients? Are the firm's standards of work consistent and acceptable? Does the firm support and/or participate in civic affairs?

Is this firm **stable?** Does the firm have a record of continuous operation? Is it financially stable? Does it have a good credit record? Again, these things are important if you wish to place students in a positive learning environment. Stability is also important if you want your students to be in firms which will be able to provide a full cycle of training.

Does the firm presently have any **ongoing training** programs for its employees? Does it have training facilities available? Does the firm have any personnel on its staff who are responsible for planning and conducting training? If a firm is committed already to training programs for its own employees, it will undoubtedly (1) be more receptive to the need to train cooperative students, and (2) be better prepared to offer such training.

After establishing how the employer and the firm operate, you next need to determine how the employer feels about (1) cooperative education specifically, and (2) the firm's role in the cooperative program. Is the employer willing to **cooperate** with the school? A willingness to hire students is not enough. The employer must understand that the student's training is a cooperative venture between the school and the employer. Does the em-

ployer recognize the value of the in-school related instruction? Is the employer willing to provide on-the-job instruction? Is the employer willing to comply with a written training plan specifying the competencies the student is to achieve? In other words, does the employer truly understand, and is he or she sincerely interested in, the concept of cooperative vocational education?

Is the employer willing to provide satisfactory **hours and wages?** Is the employer willing to pay a student wages in line with other beginning workers? Can the student be hired for the entire school year? Does the employer agree to hours at an appropriate time of day? The "appropriate" time would be a time which allowed the student to (1) obtain in-school instruction, (2) participate in the student vocational organization activities, (3) get a good night's rest.

Will employment be for an acceptable number of hours per week? Some general guidelines for hours per week are (1) a minimum of 15 hours per week; (2) ideally 20–25 hours per week; and (3) hours which, when added to hours in school, do not exceed 40 hours per week. These guidelines may vary depending on your state's plan, but hours and wages must comply with federal regulations.

The next step is to determine the types of **learning experiences** which would be available to a student if one were placed in this firm. Would the experiences qualify a student for a position in a field not already overcrowded with qualified individuals? Are there opportunities within the field for present advancement? Are there experiences available which would contribute to students' short-range and long-range career goals?

In order to provide for varying goals, a firm needs to offer a variety of experiences, with opportunity to explore each at varying depths. Will these experiences develop the knowledge, skills, and attitudes needed by future workers in occupations in your vocational area? Is there sufficient learning content available to warrant this training? Will these experiences challenge the student?

Does the firm have the **facilities and equipment** necessary to provide the student with meaningful learning experiences? Is the equipment up to date? Is it in good operating condition? Is it comparable to the equipment which the student will be required to use after graduation? What about the condition of the facilities? Are the facilities clean and safe? Does the firm have a good record of accident prevention? Are safety devices available, and are they actually used when necessary?

Finally, is this firm located so that it is **accessible** to students? A firm should be within easy driving distance so that the student can fulfill other obligations at school and at home. If you are in an area where students don't typically have their own transportation, you may need to locate training stations near bus lines.

Characteristics of the On-the-Job Instructor

It is vital that a **specific individual** (or individuals) be assigned to be responsible for the student while on the job. This gives the teacher-coordinator a specific individual with whom to work in planning the learning experiences for a student, thus helping to eliminate the possibility of hit-and-miss, trial and error training. An individual who knows he or she is personally responsible for the student's on-the-job training will usually feel more accountable for ensuring that the student succeeds.

The teacher-coordinator may have an opportunity to offer suggestions to the employer in appointing the on-the-job instructor. This may take place if the teacher-coordinator is familiar with all of the potential instructors at the place of employment.

Instructors should be interested in the cooperative vocational program. They must recognize the value of on-the-job training; they must be willing to work with the teacher-coordinator in planning learning experiences; and they must be **willing** and **able** to allot sufficient time and effort to training.

Unwilling instructors who have been "volunteered" by their employers to take on the training task may not feel obliged to do a very good job. A willing instructor who has his/her schedule full already may not be able to do a very good job. Since this individual will be the key resource for the student while on the job, it is necessary that this individual have the desire and the time to serve in the function.

In addition to desire and time, an instructor must have the necessary **expertise** to fill this role. Is the potential instructor thoroughly competent in the skills and the technical aspects of the job?

Is this person an individual who will serve as a desirable **model** for students? Does he/she have a positive attitude toward work? Does the person gain satisfaction and take pride in the work he/she does? Does the person practice good work habits? Does he/she follow company policies, and work ethics?

And finally, can the worker relate to youth? Is the worker competent in human relations? Can the worker communicate knowledge, skills, and attitudes to a high school student?

Once again, any criteria you establish must be consistent with the federal guidelines, the state plan, any local plan, and the child labor standards.[6]

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6. To gain skill in the techniques and methods for obtaining the necessary data to evaluate a training station, you may wish to refer to Module J–4, *Secure Training Stations for Your Co-Op Program.*

Obtain copies of your State Plan for Vocational Education, recent child labor legislation, and the 1976 Vocational Education Amendments (or the latest federal legislation concerning vocational education). Review these materials in terms of the guidelines and standards they establish which are applicable to prospective training stations.

Develop tentative criteria for evaluating prospective training stations. First list **training station criteria** in the left-hand column of the Evaluation of Training Station Form below. Then list **on-the-job instructor criteria** in the left-hand column of the Evaluation of On-the-Job Instructor Form, p. 32. These criteria should be based on the guidelines contained in the information sheet, Establishing Program Criteria for Evaluating Prospective Training Stations, pp. 28–30, and should be developed with your own occupational specialty in mind.

EVALUATION OF TRAINING STATION FORM

☐ AG ☐ H.EC.
☐ DE ☐ BOE
☐ HEALTH ☐ T&I
☐ OTHER

DATE: _____

NAME OF FIRM: _____
ADDRESS: _____
OWNER'S NAME: _____
CONTACT PERSON: _____
TITLE: _____ DEPT: _____ PHONE: _____
TYPE OF BUSINESS: _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA			COMMENTS
		WELL	AVG.	POOR	

OVERALL EVALUATION:

EVALUATION OF ON-THE-JOB INSTRUCTOR FORM

☐ AG ☐ H.EC.
☐ DE ☐ BOE
☐ HEALTH ☐ T&I
☐ OTHER

NAME OF FIRM: _____
ADDRESS: _____
ON-THE-JOB INSTRUCTOR'S NAME: _____
TITLE: _____ DEPT: _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA			COMMENTS
		WELL	AVG.	POOR	

OVERALL EVALUATION:

Normally, you would clear any criteria with (1) school administration, and (2) the advisory committee. In this case, after you have developed your tentative criteria, arrange to have your resource person review and evaluate your criteria. Give him/her the Training Station Criteria Checklist, p. 33, to use in evaluating your work.

TRAINING STATION CRITERIA CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether all items met or did not meet each criterion below.

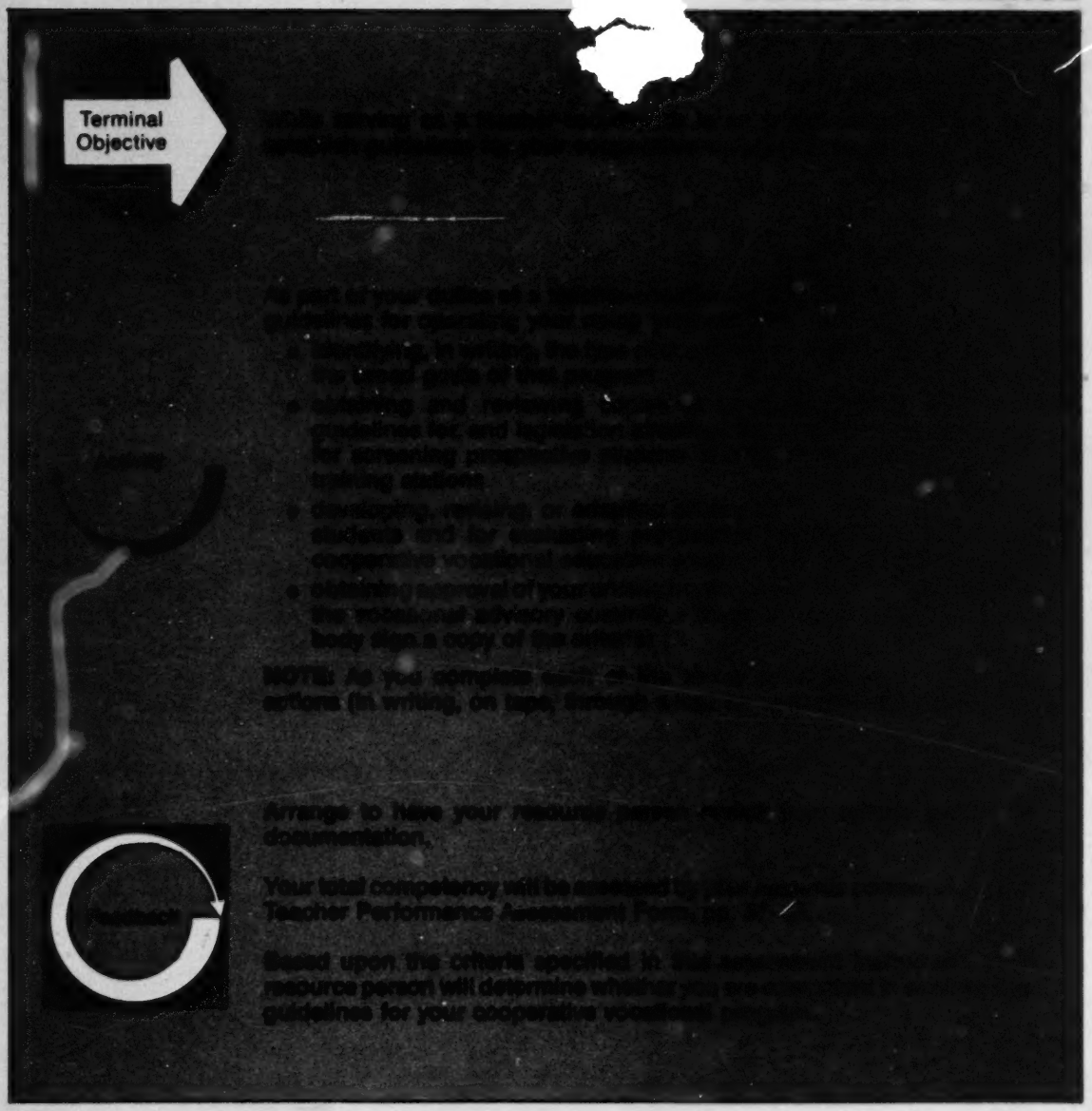
	Yes	No
1. The criteria are:		
a. consistent with federal, state, and local guidelines		☐
b. consistent with child labor legislation		☐
c. broad enough to allow for individual needs, yet specific enough to be an effective measuring device		☐
d. geared to his/her particular service area		☐
e. clearly and simply written		☐
2. The criteria established included the following training-station standards:		
a. desirable employer attitudes (e.g., recognizes value of cooperative training, willing to cooperate, willing to follow written training plan, concerned for welfare of employees)		☐
b. desirable firm characteristics (e.g., reputation, financial stability, ongoing training programs, compliance with labor regulations)		☐
c. acceptable working conditions (e.g., safety, up-to-date equipment in good operating condition, adequate facilities to provide learning experiences, available on-the-job instructors)		☐
d. acceptable location (e.g., convenient to the school)		☐
e. acceptable wages (e.g., equal to other beginning part-time workers)		☐
f. acceptable hours (e.g., adequacy and appropriateness)		☐
3. The criteria established included the following on-the-job instructor standards:		
a. desirable attitudes (e.g., willing to participate, willing to cooperatively work and plan with the teacher-coordinator, interested in training young people)		☐
b. acceptable skills (e.g., sufficient technical competency, model work habits and attitudes)		☐
c. time requirements (e.g., available time needed for adequate participation)		☐

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Establishing Program Criteria for Evaluating Prospective Training Stations, pp. 28–30, revise your criteria accordingly, or check with your resource person if necessary.

You may wish to ask your resource person to assist you in locating a copy of the criteria for evaluating prospective training stations which are used in an ongoing local cooperative vocational education program, ideally one in your occupational specialty. By checking your criteria against these actual criteria, you may be able to locate weaknesses in your own criteria.

Learning Experience IV

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Establish Guidelines for Your Cooperative Vocational Program (J–1)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The teacher's stated goals are consistent with those stated in federal, state, and local guidelines	☐	☐	☐	☐		
2. The teacher's criteria are consistent with federal, state, and local guidelines	☐	☐	☐	☐		
3. The teacher's criteria are consistent with child labor legislation	☐	☐	☐	☐		
4. The teacher's criteria are broad enough to allow for individual needs, yet specific enough to be an effective measuring device	☐	☐	☐	☐		
5. The teacher's criteria are geared to his/her particular service area	☐	☐	☐	☐		
6. The teacher got input from advisory committee members	☐	☐	☐	☐		
7. The teacher's criteria are clearly and simply written	☐	☐	☐	☐		
8. The teacher established criteria which specified student standards as to the following:						
a. age requirements	☐	☐	☐	☐		
b. transportation requirements	☐	☐	☐	☐		
c. time requirements	☐	☐	☐	☐		
d. parental approval needed	☐	☐	☐	☐		
e. desirable attitudes	☐	☐	☐	☐		
f. desirable personal traits	☐	☐	☐	☐		
g. career objectives	☐	☐	☐	☐		
h. acceptable school records	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
9. The teacher established criteria which specified training station standards as to the following:						
a. desirable employer attitudes	☐	☐	☐	☐		
b. desirable firm characteristics	☐	☐	☐	☐		
c. acceptable working conditions	☐	☐	☐	☐		
d. acceptable location	☐	☐	☐	☐		
e. acceptable wages	☐	☐	☐	☐		
f. acceptable hours	☐	☐	☐	☐		
10. The teacher established criteria which specified on-the-job instructor standards as to the following:						
a. desirable attitudes	☐	☐	☐	☐		
b. acceptable skills	☐	☐	☐	☐		
c. time requirements	☐	☐	☐	☐		
11. The teacher obtained the school administration's approval of the criteria	☐	☐	☐	☐		
12. The teacher obtained the advisory committee's approval of the criteria	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A–1 Prepare for a Community Survey
- A–2 Conduct a Community Survey
- A–3 Report the Findings of a Community Survey
- A–4 Organize an Occupational Advisory Committee
- A–5 Maintain an Occupational Advisory Committee
- A–6 Develop Program Goals and Objectives
- A–7 Conduct an Occupational Analysis
- A–8 Develop a Course of Study
- A–9 Develop Long-Range Program Plans
- A–10 Conduct a Student Follow-Up Study
- A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B–1 Determine Needs and Interests of Students
- B–2 Develop Student Performance Objectives
- B–3 Develop a Unit of Instruction
- B–4 Develop a Lesson Plan
- B–5 Select Student Instructional Materials
- B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C–1 Direct Field Trips
- C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C–4 Direct Students in Instructing Other Students
- C–5 Employ Simulation Techniques
- C–6 Guide Student Study
- C–7 Direct Student Laboratory Experience
- C–8 Direct Students in Applying Problem-Solving Techniques
- C–9 Employ the Project Method
- C–10 Introduce a Lesson
- C–11 Summarize a Lesson
- C–12 Employ Oral Questioning Techniques
- C–13 Employ Reinforcement Techniques
- C–14 Provide Instruction for Slower and More Capable Learners
- C–15 Present an Illustrated Talk
- C–16 Demonstrate a Manipulative Skill
- C–17 Demonstrate a Concept or Principle
- C–18 Individualize Instruction
- C–19 Employ the Team Teaching Approach
- C–20 Use Subject Matter Experts to Present Information
- C–21 Prepare Bulletin Boards and Exhibits
- C–22 Present Information with Models, Real Objects, and Flannel Boards
- C–23 Present Information with Overhead and Opaque Materials
- C–24 Present Information with Filmstrips and Slides
- C–25 Present Information with Films
- C–26 Present Information with Audio Recordings
- C–27 Present Information with Televised and Videotaped Materials
- C–28 Employ Programmed Instruction
- C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D–1 Establish Student Performance Criteria
- D–2 Assess Student Performance: Knowledge
- D–3 Assess Student Performance: Attitudes
- D–4 Assess Student Performance: Skills
- D–5 Determine Student Grades
- D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E–1 Project Instructional Resource Needs
- E–2 Manage Your Budgeting and Reporting Responsibilities
- E–3 Arrange for Improvement of Your Vocational Facilities
- E–4 Maintain a Filing System
- E–5 Provide for Student Safety
- E–6 Provide for the First Aid Needs of Students
- E–7 Assist Students in Developing Self-Discipline
- E–8 Organize the Vocational Laboratory
- E–9 Manage the Vocational Laboratory

Category F: Guidance

- F–1 Gather Student Data Using Formal Data-Collection Techniques
- F–2 Gather Student Data Through Personal Contacts
- F–3 Use Conferences to Help Meet Student Needs
- F–4 Provide Information on Educational and Career Opportunities
- F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G–1 Develop a School-Community Relations Plan for Your Vocational Program
- G–2 Give Presentations to Promote Your Vocational Program
- G–3 Develop Brochures to Promote Your Vocational Program
- G–4 Prepare Displays to Promote Your Vocational Program
- G–5 Prepare News Releases and Articles Concerning Your Vocational Program
- G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G–7 Conduct an Open House
- G–8 Work with Members of the Community
- G–9 Work with State and Local Educators
- G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H–2 Establish a Student Vocational Organization
- H–3 Prepare Student Vocational Organization Members for Leadership Roles
- H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H–5 Supervise Activities of the Student Vocational Organization
- H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I–1 Keep Up-to-Date Professionally
- I–2 Serve Your Teaching Profession
- I–3 Develop an Active Personal Philosophy of Education
- I–4 Serve the School and Community
- I–5 Obtain a Suitable Teaching Position
- I–6 Provide Laboratory Experiences for Prospective Teachers
- I–7 Plan the Student Teaching Experience
- I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J–1 Establish Guidelines for Your Cooperative Vocational Program
- J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J–3 Enroll Students in Your Co-Op Program
- J–4 Secure Training Stations for Your Co-Op Program
- J–5 Place Co-Op Students on the Job
- J–6 Develop the Training Ability of On-the-Job Instructors
- J–7 Coordinate On-the-Job Instruction
- J–8 Evaluate Co-Op Students' On-the-Job Performance
- J–9 Prepare for Students' Related Instruction
- J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM

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